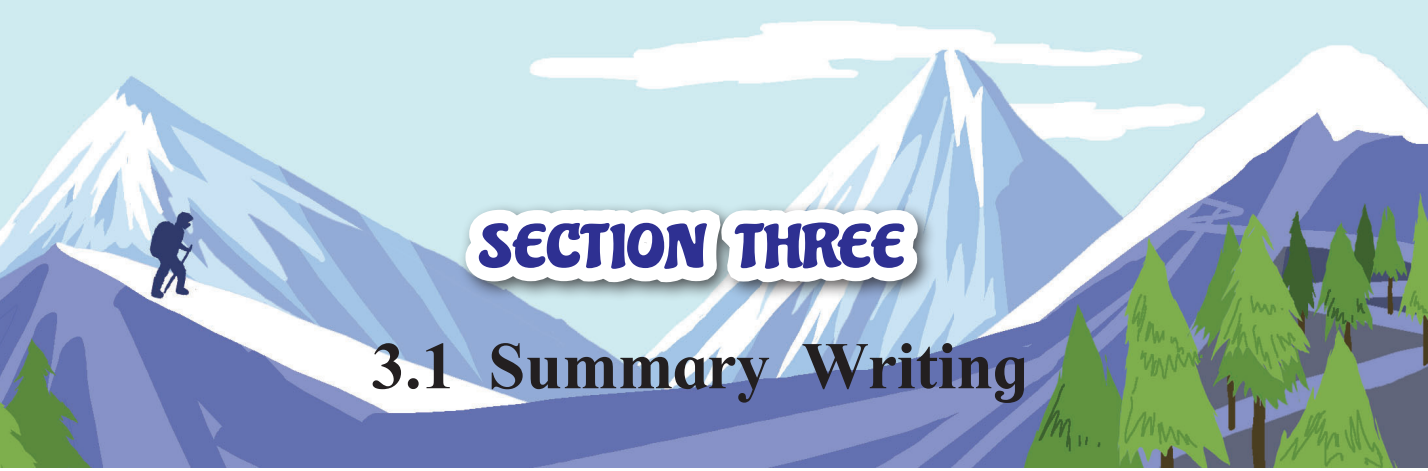


SECTION THREE

NO	WRITING SKILLS	WRITING SKILLS FUNCTIONAL/ CREATIVE	EXTENSION ACTIVITIES	VALUES/ LIFE SKILLS
3.1	Summary Writing	Write a summary of a given extract.	Write the summary of a text. Career Opportunities in summary writing and editing.	Skimming and scanning, Condensing
3.2	Do Schools Really Kill Creativity? (Mind-Mapping)	Develop a mind mapping frame/design Develop ideas in the form of main branch, sub-branches, tertiary branches.	Different frames/designs of Mind Mapping, their benefits, uses, etc.	Radical thinking, discovering, clarity of thought
3.3	Note-Making	Convert a passage/extract into tree-diagram, table etc.	-	Comprehending, preciseness
3.4	Statement of Purpose	Prepare a Statement of Purpose.	Different courses in Life Science, Sports, Music, Engineering and Medicine	Concise and organised presentation of facts and one's vision
3.5	Drafting a Virtual Message	Drafting a message on different/given topics/situations	Collecting different messages, dos and don'ts, templates	Creativity, imagination, effective communication
3.6	Group Discussion	Frame Dialogues. Give opinions, suggestions etc.	-	Leadership skills, problem-solving, co-operation and mutual understanding



SECTION THREE

3.1 Summary Writing

A Summary is a record in the reader's own words that gives the main points of a piece such as a newspaper, article, a lecture, a passage, a chapter or even a whole book.

ICE BREAKERS

➤ **Discuss in pairs and guess the correct alternative for the following.**

- To summarize means
(a) Put information in chronological order
(b) To recapitulate the main points in selection
(c) To introduce new information
(d) To write one's opinion about selection
- The type of summary that consists of a paragraph to express the main idea is
(a) Outline (b) Report (c) Synopsis (d) Written summary

➤ **There are various ways of incorporating other writers' works into your own writing. They differ according to the closeness of your writing to the source writing. Match the ways of writing in brief given in column (A) with their descriptions in column (B).**

Sr. no	(A) Ways of writing		(B) Descriptions
1	Summarizing	a	It includes not just the main idea but every detail expressed clearly and to the point.
2	Paraphrasing	b	It includes selection of proper lines from the given text for correction, condensation and organization.
3	Précis writing	c	It includes the most essential part or the crux of the matter.
4	Quoting	d	It includes taking broader segment of the source and condensing it slightly.
5	Editing	e	It includes main ideas into one's own words.
6	Gist writing	f	It must be identical to the original and match the document word by word.

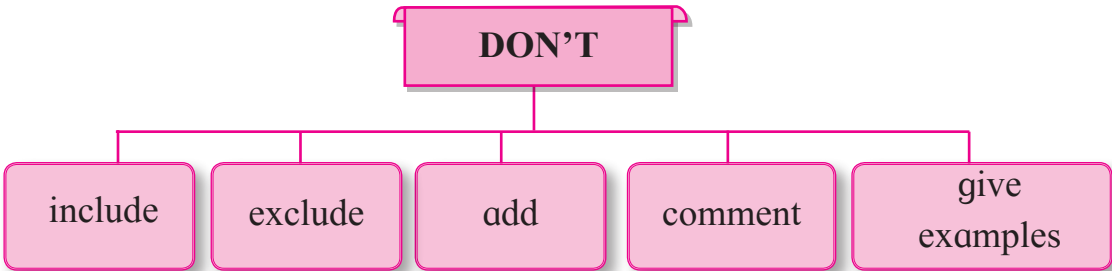
Summary Writing

‘Brevity is the soul of wit’ is one of the countless maxims coined by William Shakespeare. It is relevant to speaking as well as writing. Brevity or Concision is the cutting out of unnecessary words while conveying an idea. It aims to enhance communication by eliminating redundancy without omitting important information. Summary Writing is one of its kind that has been described as one of the elementary principles of writing. To speak what is required and to write what is necessary is a requisite towards the development of language skills. It is important to be brief in written expression. To express in brief the main points of a written record, is the summary writing skill and that can be developed by practice. Summarising has a definite purpose. The purpose of a summary is to give the reader a clear, objective picture of the original text. Most importantly, the summary restates only the main points of a text or a lecture without giving examples or details, such as dates, numbers or statistics.

DOs of Summary Writing

- Read and re-read the passage.
- Understand.
- Read the instructions.
- Find exactly what you need to summarise.
- Identify the main idea through the process of asking questions.
- Form short sentences on your own.
- Connect the sentences using linkers.
- Remove redundant words and sentences from the key sentences.
- Omit details.
- Avoid your own interpretation.

DON'Ts of Summary Writing



As an example let us take an article for summary.

Learning Disability (LD) is an umbrella term for a wide variety of learning problems. Children with learning disorder might be labelled as ‘slow learners’ but they are as smart as everyone else. They just need to be taught in proper environment conducive to their learning speed and level. Observations of a child over a period of time by parents

at home and teachers in school can provide valuable information about the way a child is able to learn and function in all the ways that he should be able to, at his age and level.

There may be certain apparent problems while reading, writing, listening, speaking, reasoning and dealing with Maths. Once these problems are identified it is time for proper investigation. It is important in order to clarify specific learning disorders and also rule out any other issue affecting the student's educational progress.

Investigations may reveal various types of disorders like Dyslexia, Dysgraphia, Dyscalculia, specific reading disability, Auditory Processing Disorder (APD), ADHD etc. Auditory Processing Disorder, also known as 'Central Auditory Processing Disorder', is a condition that affects the sound that travels unimpeded through the ear, is processed or interpreted by the brain. Individuals with APD do not recognize subtle differences between sounds and words.

Dyscalculia is a condition that affects a person's ability to understand numbers and learn math—signs and symbols while Dysgraphia affects a person's handwriting abilities and fine motor skills. Dyslexia is a learning disorder affecting reading and language-based processing skills like reading fluency, decoding, recall, writing and sometimes even speech. Many aspects of speaking, listening, reading, writing, and arithmetic overlap and build on the same brain capabilities. It is not surprising that people can be diagnosed with more than one learning disability. For example, the ability to understand language underlies learning to speak. Therefore, any disorder that hinders the ability to understand language will also interfere with the development of speech, which in turn hinders learning to read and write. ADHD (Attention Deficit Hyperactive Disorder) includes difficulty in staying focused and paying attention, restlessness and difficulty in controlling behaviour.

There are many other learning disabilities that can be identified in the normal classrooms at school level. Such problems can be solved to a great extent using various methods and treatments if diagnosed at an early stage. Inclusion in education is one of the ways to solve the problem of children with learning disorder. In a mixed ability classroom, with effective teaching methods and conducive environment, a child with learning disability can progress in not only education but also social interactions. Implementation of inclusive classrooms may vary but the purpose will be achieved.

Unfortunately, our country is less open to Inclusive Learning for Children with LD. Unless handled efficiently, these disorders often transform to condition like anxiety and depression. Parents, teachers, educators and other stakeholders must insist on the need to uplift children with LD. These children need to be handled carefully in their own space. They need love, encouragement and moral support so that they can emerge with great self-confidence, self-worth and determination.

Use the following steps for Summary Writing.

Step 1: Read the article twice.

Step 2: Ask questions about the purpose of writing.

- Step 3:** Identify the main idea.
- Step 4:** Write the first draft.
- Step 5:** Revise your first draft and edit it.
- Step 6:** Write the final draft.

Summary

Learning Disability: Handle with care

Learning disability is an umbrella term for many learning problems like reading, writing, listening, speaking, reasoning, maths and other physical and motor difficulties. These problems need to be identified and investigated. A child can be diagnosed with more than one learning disability like dyslexia, dysgraphia, auditory processing disorder etc. Such disorders can be dealt with using various methods, in a regular classroom. One of the ways is inclusion. Implementation of inclusion may vary but it has a positive effect on the learning disabled. Though the idea of inclusion is not popular in our country, it can prove useful to handle such children. Along with the methods and techniques the children also need encouragement and moral support to progress with self confidence and determination.

BRAINSTORMING

(A1) Complete the following as instructed.

Read the passage and write its summary according to the given steps.

Communication is a part of our everyday life. We greet one another, smile or frown, depending on our moods. Animals, too, communicate, much to our surprise. Just like us, interaction among animals can be both verbal or non-verbal. Singing is one way in which animals can interact with one another. Male blackbirds often use their melodious songs to catch the attention of the females. These songs are usually rich in notes variation, encoding various kinds of messages. Songs are also used to warn and keep off other blackbirds from their territory, usually a place where they dwell and reproduce.

Large mammals in the oceans sing too, according to adventurous sailors. Enormous whales groan and grunt while smaller dolphins and porpoises produce pings, whistles and clicks. These sounds are surprisingly received by other mates as far as several hundred kilometres away.

.....

.....

.....
.....
(A2) (i) Cut redundant words :

We're often inefficient in our language, using more words than necessary. Consider the following phrases. Find five more redundant words.

- (a) "Circle around" can become "circle."
- (b) "Write down" can become "write."
- (c) "Added bonus" is simply a "bonus."
- (d) "Get to the point as quickly as possible" is really "get to the point."
- (e) "Close proximity" is "close."
- (f) "During the course of" is "during."

(ii) Avoid adverbs :

Adverbs clutter up your copy. You can usually live without them. Here are some examples.

- (a) "That's *usually* a good thing to do."
- (b) "That's *fairly* good coffee."
- (c) "I *totally* agree."
- (d) "*Actually*, I disagree."

Just delete all those italicized words and rewrite.

(iii) One word substitution :

One word substitutes are words that replace a group of words or a full sentence effectively without creating any ambiguity in the meaning of the sentences.

- (a) The life story of man written by himself: autobiography
- (b) A sound that cannot be heard: inaudible
- (c) A list of books : catalogue
- (d) A sentence whose meaning is unclear: ambiguous

Find as many examples as you can from the internet and make a list.

(A3) (i) Use of noun in apposition :

Apposition is a grammatical construction in which two elements, normally noun phrases, are placed side by side, with one element serving to identify the other in a different way; the two elements are said to be in apposition.

Apposition can be used to make the compound sentences short and simple.

Neha is their eldest child and she is very intelligent.

- Neha, their eldest child, is very intelligent. [Here, Neha and their eldest child are the same person.]

(ii) Transforming Complex to Simple: By using phrases like 'too...to' or using nouns\phrase instead of a clause :

Nagpur is the city where oranges grow.

- Oranges grow in Nagpur.

The old man is so weak that he cannot walk.

- The old man is too weak to walk.

Change the following sentences into simple:

(a) Mr Rohit is the member and he is also the director.

(b) The room is so small that it cannot accommodate many people.

(c) You have to prove that you are innocent.

(d) He was late so he walked in a great hurry.

(A4) (i) Read any book of your choice and write its summary according to the steps explained in the chapter.

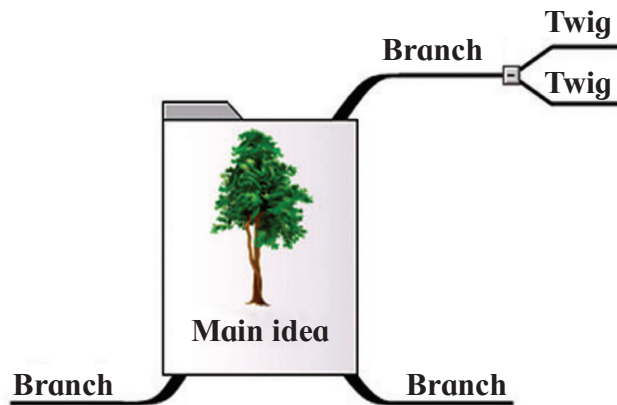
(ii) Find some professions that require the skill of summary writing and editing. Write them in your notebook.



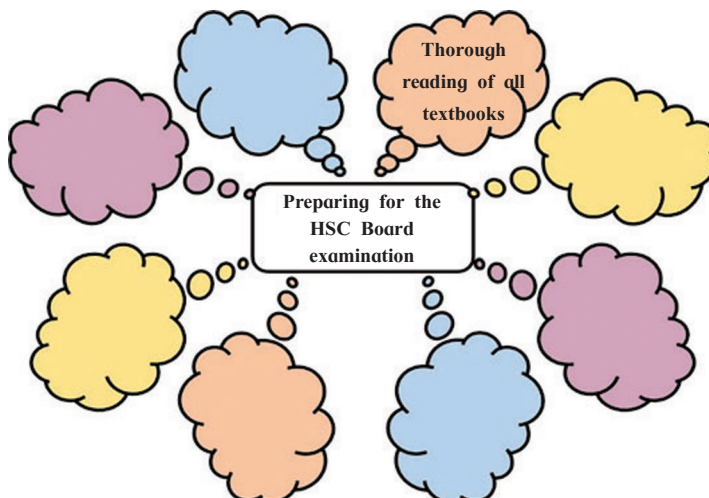
3.2 Do Schools Really Kill Creativity? (MIND-MAPPING)

ICE BREAKERS

- Observe the given figure and complete the activities that follow:



- (a) Replace the 'main idea' by any other thought or title of your own.
- (b) Add three supporting ideas to the main idea as their branches.
- (c) Add two ideas to one of the branches that explains the meaning of the branch.
- Complete the given blank spaces / balloons with your ideas in the figure that describes your basic preparation for the HSC Board Examination. Also complete the activities that follow:



Activity:

Complete a similar type of detailed graphical figure in your own style showing the thoughts/ideas/concepts that keep on generating in your mind and then you choose a particular style/design or a graphical representation to describe the same idea/facts/situations—then this type of presentation can be called ‘**Mind Mapping.**’

Use different shapes, arrows, lines, connectors, balloons, boxes, curved arrows, callouts, scribbles, scrolls, explosions etc. to describe your point of view.

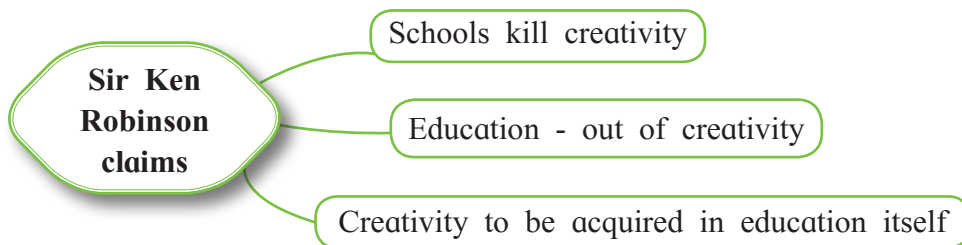
For example :



Julian Astle is the Director of Education at the RSA. Previously, he worked in No. 10, Downing Street as Deputy Director of the British Prime Minister's Policy Unit and Senior Policy Advisor to Deputy Prime Minister, Nick Clegg. Previously, he was the Director of Centre Forum, a Westminster-based think tank.

He has also worked as a Post-Conflict Advisor to the British Government in Whitehall, and to the United Nations in Bosnia and Kosovo.

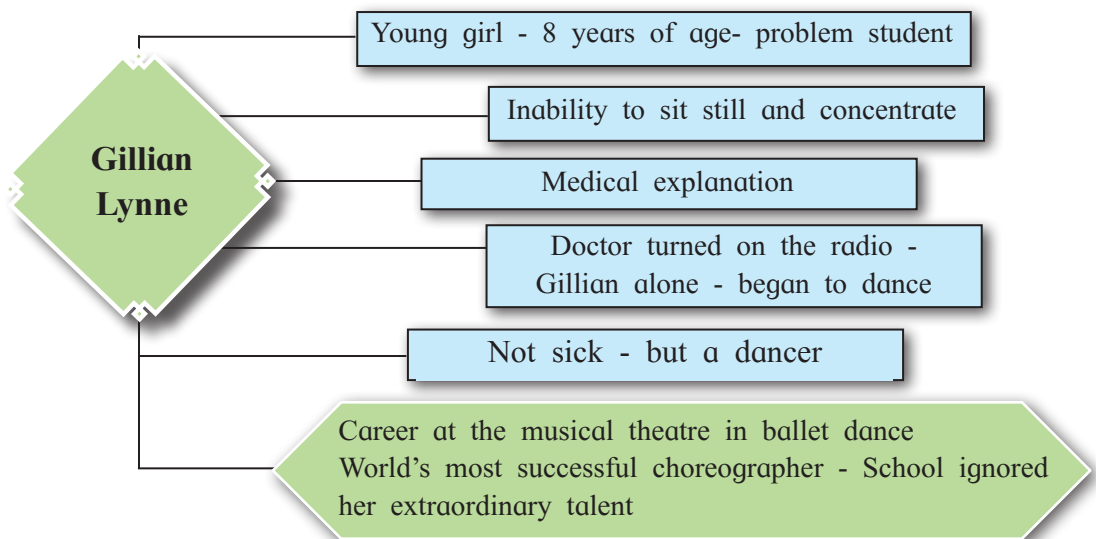
In the most watched TED talk of all times, educationalist Sir Ken Robinson FRSA claims that “schools kill creativity”, arguing that “we don’t grow into creativity, we grow out of it. Or rather we get educated out of it”. Yet to Robinson, “creativity is as important as literacy and we should afford it the same status”.



“True creativity”, is based on knowledge which in turn is based on literacy”. Our schools, where children develop the literacy skills on which all further learning depends, are therefore not killing creativity, but cultivating it by providing the “foundations young people need to be properly creative”.

As evidence of how schools kill creativity, Robinson cites the example of a young girl called Gillian Lynne who, at the age of eight, was already viewed as a problem student with a probable learning difficulty due to her inability to sit still and concentrate. When her mother sought a medical explanation for Gillian’s constant fidgeting and lack of focus, the doctor suggested they speak

privately. As the two adults got up to leave, the doctor turned on the radio. Left alone in a music-filled room, young Gillian began to dance. Observing her through the window, the doctor turned to her mother. “Gillian’s not sick”, he said, “she’s a dancer”. Today, at the age of 92, Gillian can look back on a long career in ballet dance and musical theatre which saw her become one of the world’s most successful choreographers, with hits like Andrew Lloyd-Webber’s Cats and Phantom of the Opera among her many achievements. Yet her school had all but written her off, mistaking her extraordinary talent for some form of behavioural problem or cognitive impairment.



“A huge amount of research on skill acquisition has found that the skills developed by training and practice are very rarely generalised to other areas and are, in fact, very closely related to the specific training.”

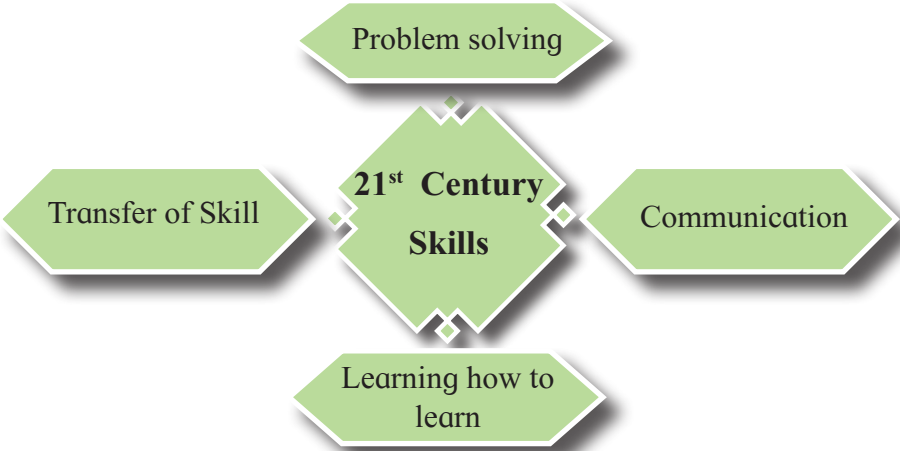
It is certainly unhelpful, and probably wrong, therefore, to talk about ‘critical thinking skills’. Critical thinking is an important part of most disciplines, and if you ask disciplinary experts to describe what they mean by critical thinking, you may well find considerable similarities in the responses of mathematicians and historians. The temptation is then to think that they are describing the same thing, but they are not.

The same is true for creativity. Creativity is not a single thing, but in fact a whole collection of similar, but different, processes. Creativity in mathematics is not the same as creativity in visual art. If a student decides to be creative in mathematics by deciding that $2 + 2 = 3$, that is not being creative, it is just silly since the student is no longer doing mathematic. Creativity involves being at the edge of a field but still being within it.

Similar arguments can be made for other ‘21st Century Skills’ such as problem-solving, communication and learning how to learn. There is some evidence that students who learn to work well with others in one setting may be more effective doing so in other settings, so some transfer is definitely possible. However, the

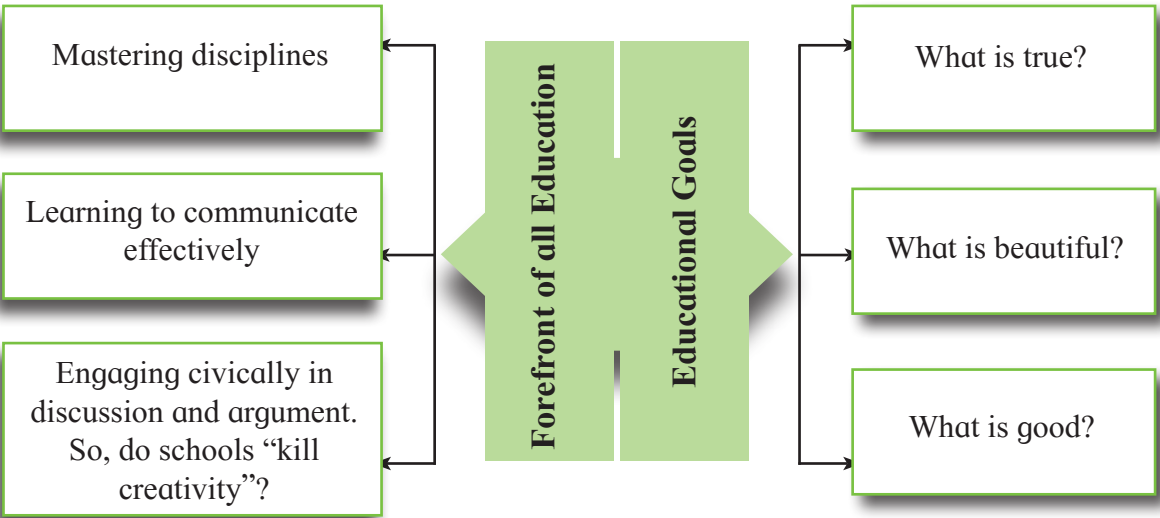
really important message from the research in this area is that if you want students to be creative in mathematics you have to teach this in mathematics classrooms. If you want students to think critically in history, you have to teach this in history.

“Mastering disciplines, learning to communicate effectively, engaging civically in discussion and argument – these have been, and should remain, at the forefront of all education. The ancients talked about the importance of understanding what is true (and what is not); what is beautiful (and what is not worth lingering over); and what is good (in terms of being a worthy person, worker and citizen). These educational goals should be perennial”.



The short answer is ‘no’, although they certainly can if they forget two important lessons:

First, that if the maximum number of children are to be given the greatest possible chance of realising their creative potential, schools need to provide rich and broad curriculum that includes the so-called creative subjects that are the visual and performing arts.



And second, that if they are serious about cultivating real creativity across the curriculum, they need to remember that creativity describes a whole collection of similar, but different processes. In other words, they need to understand the central place of the disciplines in education, and take them as their starting point in curriculum design.

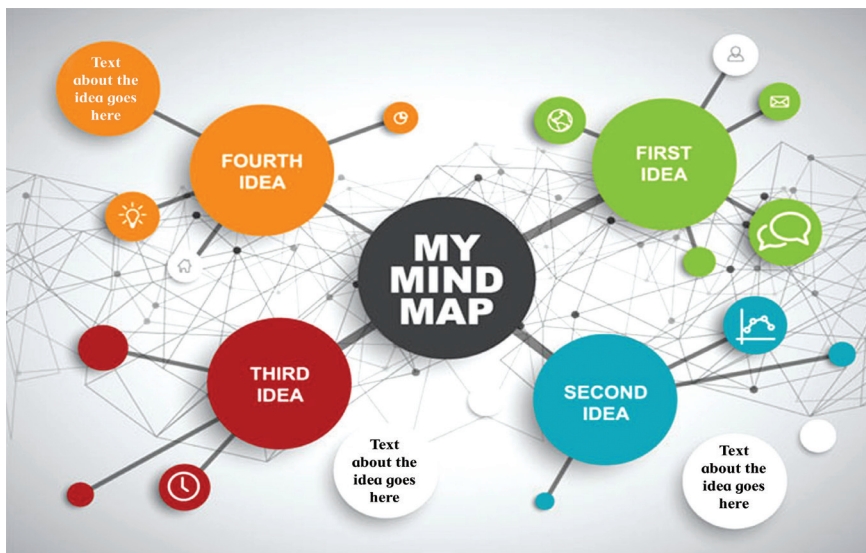
- Julian Astle

BRAINSTORMING

(A1) Study the given tabular column. In pairs, tell your partner the importance of each given below:

Enhance Activities with Mind Mapping		
1	Explore new ideas and concepts	Help students get a better understanding of new ideas by having them create a mind map. A mind map can assist with understanding because it conveys hierarchy and relationships, allowing students to see the big picture.
2	Brainstorm	Get creative juices flowing with mind mapping. Mind maps are a great brainstorming tool and can help students let their thoughts flow freely while making important connections between ideas and concepts.
3	Take Notes	Encourage students to engage in active thinking instead of transcription by using mind maps for note taking. Mind maps encourage students to focus on keywords and ideas instead of just writing down what the teacher says.
4	Write essays	Students can create an essay outline, gather arguments and quotes or brainstorm ideas for your essays with mind maps.
5	Memorize information	Mind maps activate many levels of brain activity and are a great tool to help with memorization — from vocabulary words to a foreign language.
6	Create presentations	Have students use mind maps to present information in an interesting and engaging way with mind maps. Students can use mind mapping software to create a presentation in advance or create one on the spot during a live presentation.
7	Study for an assessment	Mind maps are a great way for students to gather all the information that may be covered on an examination including class notes, textbook chapters and reading lists.
8	Execute group projects	By using a mind map, students can visualize what needs to be done and who needs to do it. Using an online mind mapping programme is best for group projects so students can easily share it.

- (A2) Given below is a ‘Mind Mapping’ template. Use your ideas/thoughts/concepts to illustrate/develop them. (Develop your ideas in the form of main branch, sub-branches and tertiary branches respectively).



Also, write a paragraph on the mind map you have completed.

- (A3) Develop a ‘Mind Mapping’ frame / design to show the development in your personality seen within yourself in the last 5 years. You can take the help of the following points in order to develop each of them into further branches:

(Development in Physique, Self-learning Process, Communication Skills, Social Awareness, Family Responsibility)

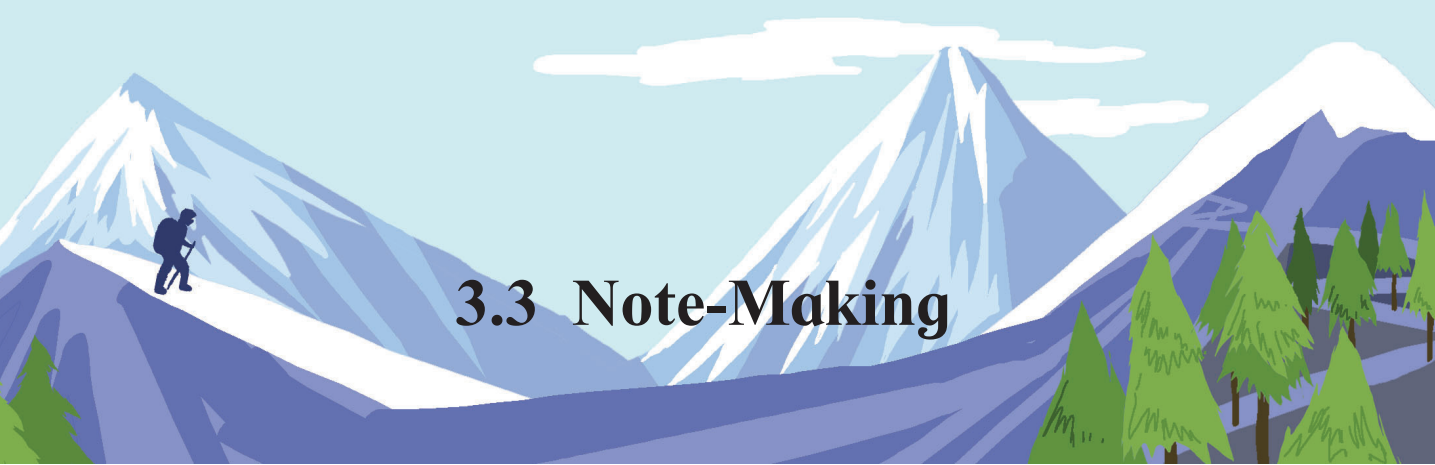
- (A4) Develop a ‘Mind Mapping’ frame / design to show the ‘Benefits of games and sports’ to the students. You can take the help of the following points in order to develop each of them into further branches:

(Fitness and stamina, team spirit and sportsmanship, group behaviour, killer’s instinct, will to win)

- (A5) Browse the internet to know the following:

1. Different Frames/Designs on Mind Mapping
2. Benefits of Mind Mapping
3. Uses of Mind Mapping in Note-Taking
4. Difference between Mind Mapping and Concept Mapping

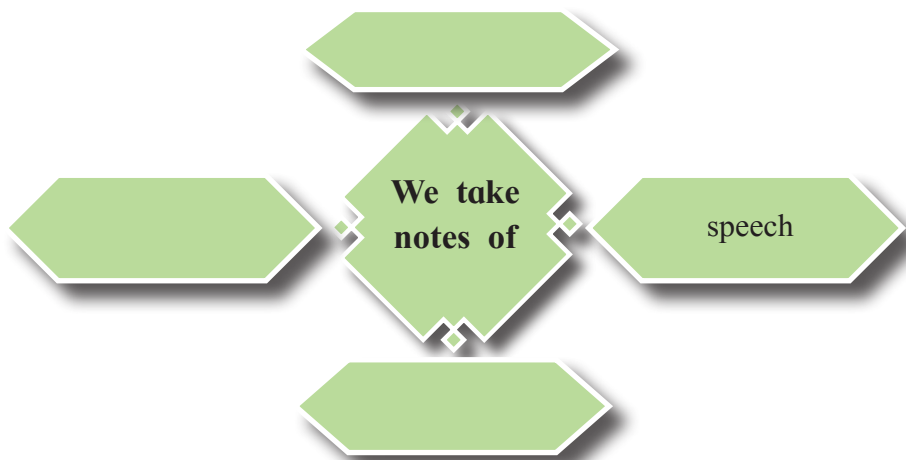




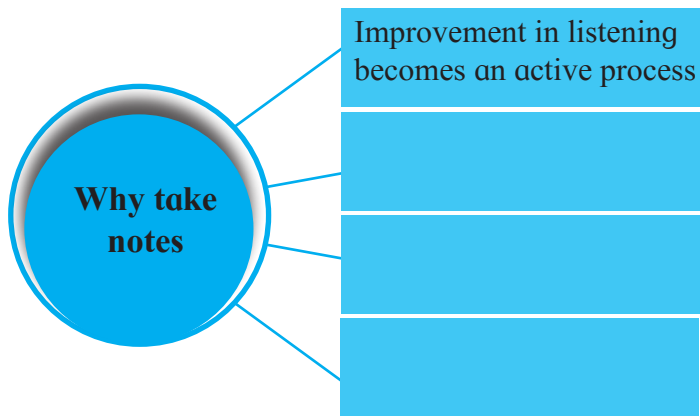
3.3 Note-Making

ICE BREAKERS

➤ Complete the web.



➤ Dicsuss in groups why you take notes.



➤ Better notes will help you remember concepts, develop meaningful learning skills and gain better understanding of a topic. Discuss in groups different styles or methods you use in your note-making/taking. For example, to underlining important facts.

Note-Making

Note-Taking and Note-Making

Both the skills are totally different.

- Note-taking is a passive process which is undertaken during lectures.
 - Note-taking at a glance gives a complete view of a paragraph or any content which contains the main points and supporting details of what is heard (during lectures or speech).
 - Taking notes while reading from different books and present for different purposes.
- Note-making is a more active and focused ‘writing skill’ where a concrete connection between all relevant concepts and words is drawn to infuse or connect all thoughts together by a method. (points, tree diagram or a table etc.)

Similarities between Note-taking and Note-making

- Both provide the students with material for easy reference, preparation and study during an examination.
- Both aid the students in remembering facts easier as it utilizes both reading and listening senses.
- Both have the same purpose, that is for the students to excel in their studies.
- Both help the students to concentrate better and effectively.

NOTE-TAKING AND NOTE-MAKING

Note -taking	Note- making
- Only jotting down points, involves no sight interpretation	- Helps student to see each point clearly along with its link or connection with each other
- Very little changes are required	- Easier to change the notes made
- Taking points from one source at a time	- Involves the taking of points from different sources.
- Less understanding	- More understanding
- Points or notes are written in full form. Points given by sources are taken directly.	- Note making is often in short form.
- Only gives the early configuration for the whole topic.	- Helps the students in capturing its main key.
- Notes are made from sources. They are hand-made since the time available is limited.	- Constructed by the learner themselves, in hand-made or in computer-typed form

Styles of Note-Making

- **Tables, Charts (Bar Charts, Pie Charts, Flow Charts), Line Graph, Tree Diagrams, Pictograms, Maps and Plans**

Ayurvedic Medicine Facts

Fundamentals of *Ayurvedic* Medicine

To understand *Ayurvedic* treatment, it is essential to have an idea of how the *Ayurvedic* system regards the human body. The basic life force in the body is *prana*, which is also found in the elements and is analogous to the Chinese notion of *chi*. As Swami Vishnudevananda, a *yogi* and expert, put it, “*Prana* is in the air, but is not the oxygen, nor any of its chemical constituents. It is in food, water, and in the sunlight, yet it is not vitamin, heat, or light-rays. Food, water, air, etc., are only the media through which the *prana* flows.”

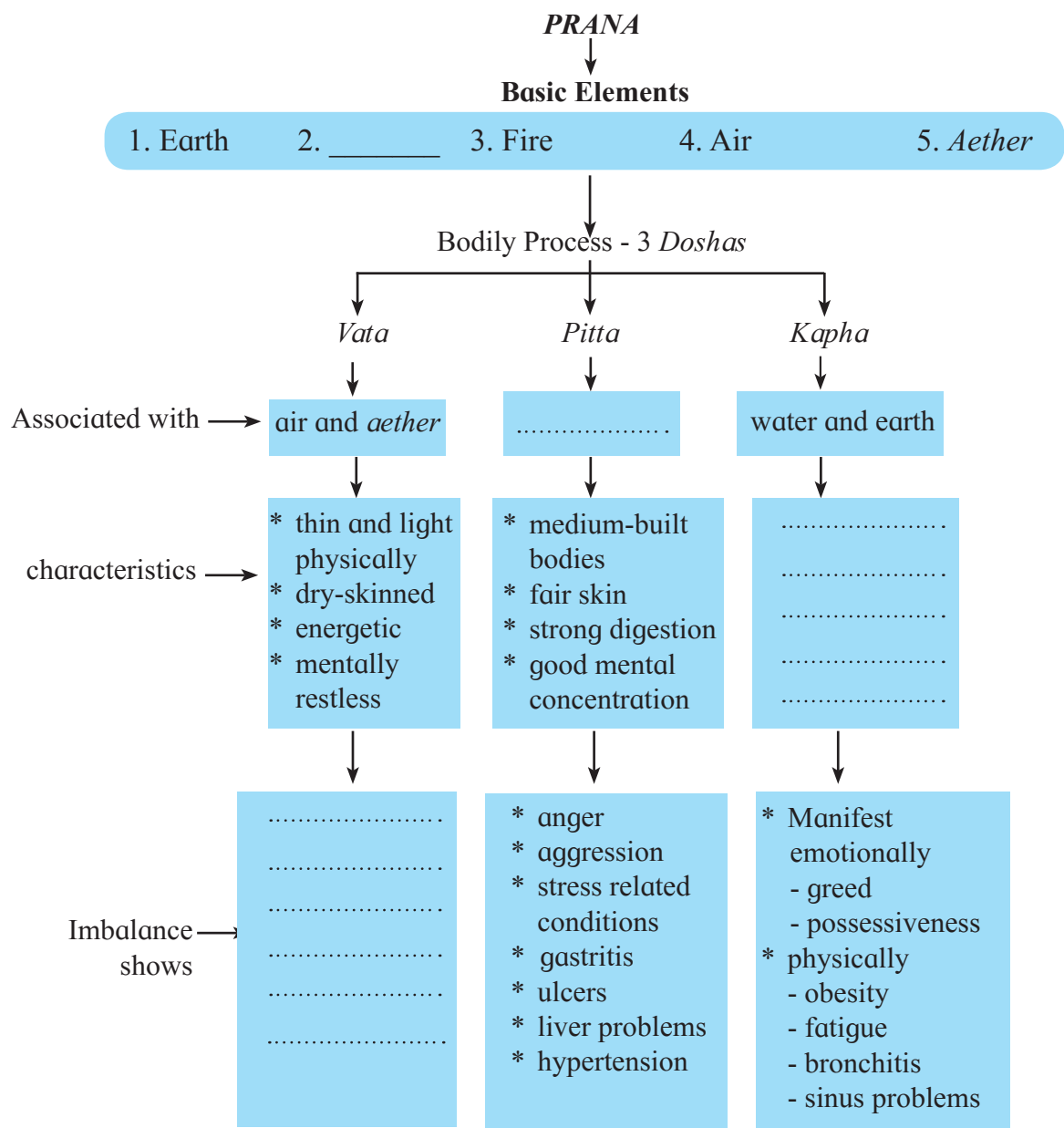
In *Ayurveda*, there are five basic elements that contain *prana*: earth, water, fire, air, and *aether*. These elements interact and are further organized in the human body as 3 primary categories or basic physiological principles in the body that govern all bodily process known as the *doshas*. The three *doshas* are *vata*, *pitta*, and *kapha*. Each individual has a unique blend of the three *doshas*, known as the person’s *prakriti*, which is the reason why *Ayurvedic* treatment is always personalized. In *Ayurveda*, illness is regarded as a state of imbalance in one or more of a person’s *doshas*, and an *Ayurvedic* physician works to adjust and balance them, via a variety of methods.

The *vata dosha* is associated with air and *aether*, and in the body, promotes movement agility. *Vata* people are typically thin and light physically, dry-skinned, very energetic and mentally restless. When *vata* is out of balance, there are often nervous problems, hyperactivity, sleeplessness, lower back pains, and headaches.

Pitta dosha is associated with fire and water. In the body, it is responsible for metabolic processes and digestion. *Pitta* characteristics are medium-built bodies, fair skin, strong digestion, and good mental concentration. *Pitta* imbalances show up as anger and aggression and stress-related conditions like gastritis, ulcers, liver problems, and hypertension.

The *kapha dosha* is associated with water and earth. People characterized as *kapha* are generally large or heavy with more oily complexions. They tend to be slow, calm, and peaceful. *Kapha* disorders manifest emotionally as greed and possessiveness, and physically as obesity, fatigue, bronchitis, and sinus problems.

- Now let's complete the following diagram that represents *Prana* and its elements :



Example : Transfer the above information in the form of a table :

Bodily Process

<i>Doshas</i>	Associated with	Characteristics	Imbalance causes
<i>Vata</i>	air and <i>aether</i>		
<i>Pitta</i>		strong digestion	
<i>Kapha</i>			greed

BRAINSTORMING

(A1) Read the following passage carefully and complete the activities.

Occasional self-medication has always been part of normal living. The making and selling of drugs has a long history and is closely linked, like medical practice itself, with belief in magic. Only during the last hundred years or so, the development of scientific techniques made, diagnosis possible. The doctor is now able to follow up the correct diagnosis of many illnesses—with specific treatment of their causes. In many other illnesses of which the causes remain unknown, he is still limited, like the unqualified prescriber, to the treatment of symptoms. The doctor is trained to decide when to treat symptoms only and when to attack the cause. This is the essential difference between medical prescribing and self-medication.

The advancement in technology has brought about much progress in some fields of medicine, including the development of scientific drug therapy. In many countries public health organization is improving and people's nutritional standards have risen. Parallel with such beneficial trends are two which have an adverse effect. One is the use of high pressure advertising by the pharmaceutical industry which has tended to influence both patients and doctors and has led to the overuse of drugs generally. The other is emergence of eating, insufficient sleep, excessive smoking and drinking. People with disorders arising from faulty habits such as these, as well as from unhappy human relationships, often resort to self-medication and so add the taking of pharmaceuticals to the list. Advertisers go to great lengths to catch this market.

Clever advertising, aimed at chronic sufferers who will try anything because doctors have not been able to cure them, can induce such faith in a preparation, particularly if cheaply priced, that it will produce—by suggestion—a very real effect in some people. Advertisements are also aimed at people suffering from mild complaints such as simple cold and coughs which clear up by themselves within a short time.

These are the main reasons why laxatives, indigestion-remedies, painkillers, cough-mixtures, tonics, vitamin and iron tablets, nose drops, ointments and many other preparations are found in quantity in many households. It is doubtful whether taking these things ever improves a person's health, it may even make it worse. Worse, because the preparation may contain unsuitable ingredients; worse because the taker may become dependent on them; worse because they might be taken excess; worse because they may cause poisoning, and worst of all because symptoms of some serious underlying cause may be asked and therefore medical help may not be sought. Self-diagnosis is a greater danger than self-medication.

(A2) Complete the following points with the help of the above text. (Give a suitable title.)

1. Self-medication
- (a) part of normal living- last 100 years

(b)

(c)

(d)

- Medical prescribing
(diagnosis)
- (a)

(b)

(c)

(d)

2. Technological advancement in medicine
- (a) drug therapy

(b)

(c)

3. Clever advertising by pharmaceutical companies
- (a) take advantage of people's need

(b)

(c)





3.4 Statement of Purpose

ICE BREAKERS

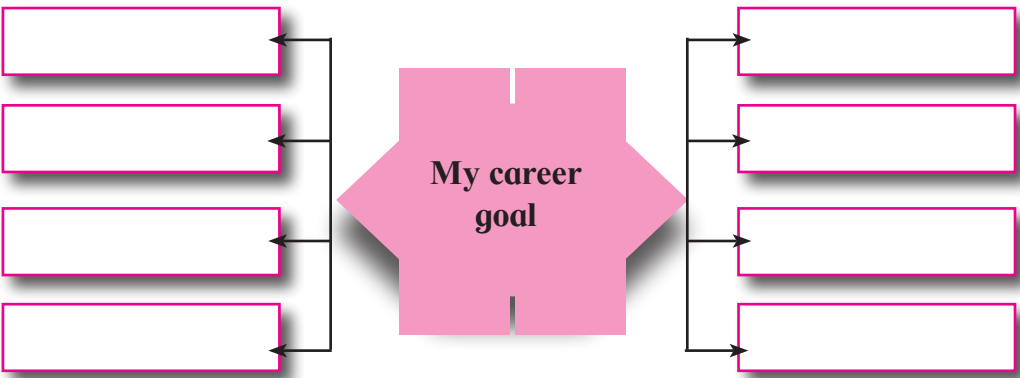
➤ Match the professions with the desired qualities.

Professions	Qualities
1. Businessman	a. reading, experimenting, researching
2. Artist	b. alert, investigative, love for physical activity
3. Advocate	c. convincing, selling, risk taking
4. Police	d. imaginative, creative, thinking out of the box
5. Scientist	e. logical reasoning, oratory, critical thinking

➤ What is your career goal?

.....

➤ Which of your qualities would help you in achieving your career goal?



➤ List the obstacles which might hamper in achieving your goal/s in life. One is done for you.

- Lack of proper guidance
-
-
-

Statement of Purpose

What is a Statement of Purpose?

A Statement of Purpose (SOP) is an application made to a university to seek admission to a particular course. It is an essay which describes you as a person, your aims and ambitions. It speaks about your journey of life and the qualities you have nurtured in the process. The scorecard or the transcript gives your academic achievement. It is objective but SOP gives an idea about your innate qualities and is subjective in nature. The SOP gives you an opportunity to show the special qualities which make you distinct from others. It explains why you want to join the course, what is your liking, how you have developed your liking. It justifies how you will be able to achieve your aim. It also explains why you have selected a particular university. The SOP is a gateway to your career as the admission committee judges you or screens the applications on the basis of the SOPs received. Hence, it is a very important document.

The SOPs for undergraduate, postgraduate and doctorate levels would be different. The SOPs differ according to the requirement. The number of words in which an SOP is written is also different for different universities. At this level when you would pass your Std XII examination and write personal statements to universities for admission to undergraduate course you should follow the format given below.

FORMAT OF THE ‘SOP’

The Statement of Purpose should be written in around 500 words, tentatively in five/six paragraphs.

Begin with your introduction, talk about your personal background, your mental make-up and your aim in life.

The second paragraph should speak about why you wish to join this specific programme/course, your area of interest.

In the third paragraph, write about your qualities that would be helpful or suitable for this career goal or objective. Show how your hobbies and extracurricular activities would be helpful in strengthening your goals.

In the fourth paragraph, mention your experience in this field or any internship/project you have done. You can state something which makes you distinct from the other applicants.

In the concluding paragraph, state how admission to this particular course, university would be beneficial to you and how you look at it from a long term career perspective.

Write the Statement of Purpose in clear and lucid language. Do not make spelling or construction mistakes. You should be convincing. Show determination in your career. Your purpose of choosing this particular course and university should be in accordance with your career. Remember that your personality is

reflected through this. Highlight your qualities, life experiences in such a way that your application should stand out from the rest.

Look at the samples of SOPs given here.

(SAMPLE - I) STATEMENT OF PURPOSE

Pursuing a course in Mechanical Engineering will enable me to prowl in a field which started as a dream. The genesis of this dream was a personal experience at the age of ten. We were on a road trip in my Dad's car. Without any warning, the engine ceased and with it my dreams for an exciting holiday too. My dad hopped out of the car and opened the bonnet. I was right on his tail, watching him work on the engine utterly fascinated. Soon the car was up and running. I was in awe and admiration for my Dad. I wanted to be just like him. My Dad is an engineer and I knew the seed of engineering had just been planted deep in my core. I am eager to exploit my hunger for the course of Mechanical Engineering and, in particular, Automotive Engineering.

Over the summer holidays of 2017, I undertook an internship at a bus and coach manufacturing factory in Pune. As an apprentice, I had a team of highly qualified engineers to guide me. The team work, zeal and expertise displayed was an enormous learning point. The experience enriched my understanding of how vehicles work. This internship gave me an insight into the day-to-day challenges faced by an engineer. I also learnt the basics of lathe and milling machine and was able to make a bolt with threads on it. Utilising these machining skills, I was able to make my own fidget spinner.

I study in a school that lays great emphasis on co-curricular activities especially sports. I excelled in hockey and swimming. In hockey, I have been in the school 'A' team right from the age of 7. This association with hockey has improved my hand-eye coordination and my ability to stay focussed in any given situation—attributes essential for a successful engineer. Outside of school, I picked up the sport of cricket which initially began as a family 'outing'. Later on, I immersed myself in the sport. Cricket has helped me build on my levels of concentration. "Concentration comes out of a combination of confidence and hunger." These are words that every engineer should live by—have insatiable hunger to be the best in design, research and manufacturing of machines and their subsystems.

We run a daily feeding programme in our temples where everyone is welcome. I have taken part in these services nearly every weekend. I have also taken part in several other community service ventures, such as planting trees in a bid to reduce deforestation. I also participated in an epilepsy walk in order to collect money to help in the treatment of people who can't afford the medical care required to treat epilepsy.

I believe that I am a suitable candidate for the course since the subjects I have picked for my undergraduate course in Mechanical Engineering, namely Physics and Mathematics, have exposed me to high levels of critical thinking. Throughout high school, I have been a practical thinker. My passion for Physics has helped my analytical skills. Mechanical engineers specifically apply fundamental Maths and Physics laws to find solutions of machines which we use every day.

I believe that the UK is the ideal location for my choice of study, as it is known to have the best universities for engineering offering top notch facilities in research, design and manufacture. The UK has some of the greatest companies which pioneered automotive engineering to what it is today, for example, Aston Martin and Jaguar Land Rover. I hope to secure admission that will provide me with the opportunity to fulfil my dreams.

(SAMPLE - II) STATEMENT OF PURPOSE

Ever since childhood the functions of the economy have fascinated me. I love being able to understand and use economic theories and enjoy challenging myself to find connections between its different sectors. I have been captivated by the way this subject is applied in everyday life in the most basic of ways for example, deciding what brand of milk to buy and how it can also influence something as major as the exchange rates. Living in India, I am no stranger to economic problems like unemployment and poverty. By increasing my knowledge in this subject I hope to better understand these problems and find possible solutions.

I aspire to study economics principally because of the diversity of both the subject and its applications, and because I find it fascinating and challenging at the same time. Having studied the subject throughout my high school, I believe that the possible depths to which it may be studied are almost endless, and the number of real-life situations to which it is relevant is similarly vast. In addition to keeping abreast with the world economy, I am also interested in studying the quirkier fields of economics and I aspire to further study the ideas of behavioural economics and rational decision-making to contribute to improving our explanations of market events. A book that really intrigued me is *Thinking, Fast and Slow*, by Daniel Kahneman and intensified my desire to delve deeper into the field.

To further understand the practical applications of economics, I interned at an auditing firm. This helped me realise how economics and finance play a key role in the running of businesses. My subject choice of Economics and Accounts through Junior College has helped me grasp analytical concepts at a blistering pace and I believe I am well equipped to face the challenge of studying Economics at degree level. I am aware that Economics is strongly related to Maths and for that reason I have studied more rigorous topics that I will further develop at the university level, including calculus and statistics modules.

One of the extracurricular activities that opened me to a whole new perspective on world economy was the Indian Model United Nations conference in which I was the Press Corps writer, assigned to the Economic Committee. This has helped me understand the intricacies of world economy, given me a chance to discuss and puzzle over economic issues and challenged me to think in ways I have never before.

My passion for writing led me to secure the position of sub-editor of the school magazine committee, where I reviewed and edited essays to be published. I was selected as a Students' Council Representative and my duties involved acting as an interface between the students and the board of governors, putting forth the issues faced by students and working towards solutions for them. I also took part in the Youth Icon Awards. I was identified as an important member of my group and performed the task of successfully guiding my team through many expeditions.

I enjoy playing Badminton as often as I can. Badminton has taught me a vital lesson—to face the consequences of a poor shot. I have learnt not to dwell on my mistakes but to accept them and move on because the most important shot in Badminton is the next one. I am an amateur guitarist. Music helps me relax and unwind.

I firmly believe that the analytical tools from the fields of Economics and Mathematics are essential for a deep understanding of the world. I know that the universities in Delhi with their fantastic economics departments can help me realize my dream of simplifying the complexity behind economic situations.

BRAINSTORMING

- (A1) **Discuss and exchange your views with your partner about your career plan.**
- (A2) **You must have decided your aim in life. Which institute/university would you like to join for your diploma / graduation? Write a Statement of Purpose as a part of your application to the institute/university.**
- (A3) **Enrich your vocabulary.**

Match the job terms with their meanings.

(1) to be your own boss	(a) work that requires physical activity
(2) a dead-end job	(b) an important/powerful job
(3) a good team player	(c) to be unhappy in an office job

(4) a heavy workload	(d) a normal job having a duty of 8 hours
(5) a high-powered job	(e) to be in a boring job that is hard to leave
(6) job satisfaction	(f) a job with no promotional opportunities
(7) manual work	(g) to have your own business
(8) to be stuck in a rut	(h) to have a lot of work to do
(9) to be stuck behind a desk	(i) enjoying your job
(10) a nine-to-five-job	(j) someone who can work well with other people

(A4) Read the dialogue given below and fill in the blanks with the appropriate job terms given above.

Varsha : Vivek, what kind of a job are you looking for?

Vivek : Varsha, I want to I don't like a My present job is not challenging. I am I am not afraid of a and I am a good Moreover this is a I am looking for an opportunity to try new winds.

(A5) Read the personal details given below and prepare a suitable Statement of Purpose.

- (i) University of Bath, UK is one of the leading Universities for Business Studies. You belong to a business family – wish to start your own business carry forward your family business in future. In your junior college you have opted for commerce, scored well in your Std X Board Examination you made profit in the stall you had put up in the business fair organized by your school/college. Your hobbies are playing cricket/hockey, you get along well with people.**
- (ii) You are an avid animal lover. You have a pet dog and some love birds at home. You are extremely fond of them. You have been a member of bird watcher's club. You have loved going on a safari. You have taken care of orphan animals, or animals who are hurt. In school you loved Biology. You wish to make a career in this field. The University of Cambridge offers an excellent course/programme which would boost your career. Make a Statement of Purpose which will help you to get admission to this University.**

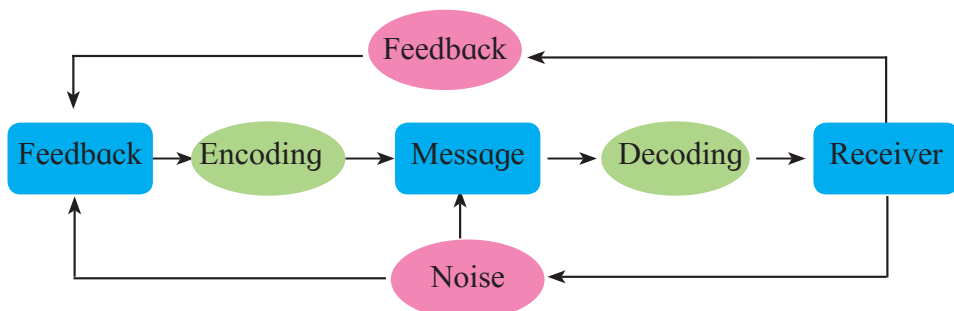
(A6) Browse different websites and find out the universities offering best courses in Life Sciences, Arts, Sports, Music, Engineering and Medicine. Collect and share any other additional information related to the course which seems important.

□□□

3.5 Drafting a Virtual Message

ICE BREAKERS

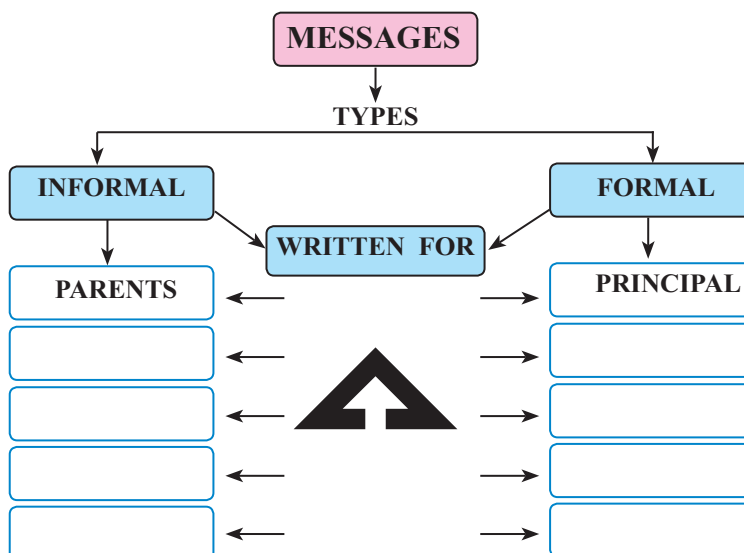
- (i) Given below is a two-way communication cycle or the process of communication.
- (a) Can you guess the role of the sender and the receiver in this process? What do we encode? What do we decode?



- (b) People send messages to others for different purposes. Mention at least five purposes/reasons for which messages are generally sent.

- (1)
- (2)
- (3)

- (ii) Given below is a tree-diagram explaining two major types of messages. Complete the blank boxes in the diagram. One is done for you.



Drafting a Virtual Message

Communication is an integral part of human nature. Exchange of ideas, thoughts and information from one person to another is communication. As the most intelligent animal on the planet, humans have derived different communication processes to express themselves and understand each other. Before the advent of oral communication, non-verbal methods were used such as gestures, facial expressions and movements. On broader terms, communication can be in various forms such as:

- Oral
- Written
- Virtual

A **message** is an informal means of communication. The receiver of the message has to go through the given message and pick out the most vital bits of information.

Then, he/she should be able to reproduce that information in order to convey it to the person for whom it is intended.

In general there are four types of messages:

1. Positive Messages (Convey good feelings through thanks, appreciation, expression of interest, sympathy, extended help, solace.)
2. Negative Messages (Convey disappointment, disapproval, dissatisfaction, messages of disapproval, disagreement, denial, refusal, cancellation, etc.)
3. Neutral Messages (No feelings, no emotions, no sentiments, dry messages, messages showing neither joy nor sorrow, messages that do not draw any conclusion)
4. Persuasive Messages (act that communicates persuasively, agreement on the writer's point of view, use of convincing language or words)

What is Virtual Communication?

We define virtual communication as a mode of communication that includes the use of technology—audio and video to communicate with people who are not physically present in front of us. People can be in the next room, other floor, in neighbourhood or even miles away. Although virtual communication started way back with the invention of telephone, the advent of webcams, video conferencing and instant communication made virtual communication a big hit. Today we use virtual communication in almost every walk of life—within family, friends, and office, to name a few.

Today we will learn more about virtual communication and explore why it has become one of the most popular ways of communication. In addition, we give a sneak preview of some of the best virtual communication tools used across the world.

Six major types of messages:

1. Directional Messages – What You Should Do
2. Messages of Possibility
3. Messages of Reality
4. Messages of Necessity

5. New Idea Messages

6. Reframing Messages

1. Directional Messages – What You Should Do:

Sometimes, messages are directional. They give us a point of view on the best way to achieve a certain goal (for example, being happier, making more money, better relationships etc.)

2. Messages of Possibility:

Another kind of message is the kind of message that says, ‘something else is possible’.

“No matter how stuck or hopeless or helpless we feel, there is always a pathway to reclaim our power with mindfulness, love and simplicity. Always”, which we might distill down to, ‘No matter how stuck you feel – there’s always a way.’ A powerful message.

3. Messages of Reality:

Sometimes, the message is about how things really are. They are clarifying messages – mini-maps that help direct people from confusion to clarity. Sometimes we suffer because we don’t really see the world for how it is, and someone who can tell it like it is and reset our expectations about the possibilities and limitations of certain approaches will always engender trust.

4. Messages of Necessity: “We need to . . .”

Another kind of message is more of a call to arms for people. It’s not just a message of what’s possible, or what’s real but what’s required of us to get what we want.

5. New Idea Messages:

Some messages are based on ideas that people may never have considered before. Messages with novel ideas, opinions, suggestions, views, etc. are sent with much excitement or enthusiasm.

6. Reframing Messages:

Some messages are about taking aspects of our life that we might have framed as weaknesses or ‘bad’ and framing them as strengths and assets. Or something we thought was bad is actually good, or something we always thought was good is bad, something we thought was ugly is actually beautiful.

Conclusion:

With so many options of virtual communication tools available within a click, it definitely makes our lives easier. Nowadays, the ability of communicating virtually and instantly or sharing our information in seconds is very crucial. Virtual communication is creating a communication environment which is cost-effective, time-saving and accessible 24/7. Communication has evolved in the last few decades and very soon, virtual communication will be the base of communication in future. We will see a range

of new products and technologies which will assist in making our virtual communication more easy and quick. Invention of telephone created the path of communication, and today virtual communication has taken over everything. With many advantages and features, people across the world have access to multiple virtual communication tools, which is making their life easy and comfortable.

Message Writing:

With mobile virtually in every hand, be it a student of secondary or higher secondary standard or a housewife, writing message seems a remote possibility. But this was a situation a few years ago. The excessive use of mobile and basic phones has brought forth the inconvenience caused by these otherwise quite useful devices, that, their use has been banned at many places like schools, offices, hospitals and many other places, where they are considered more of a disturbing instrument than a convenience to the user. Although members of a family, classmates, colleagues, bosses, employees have to write scores of messages for others. Thus, learning to write a short and clear message is a very important writing skill to be mastered.

Most often the input for a message comes in the form of a telephonic conversation between two people. The virtual conversation conveyed in the conversation is to be converted into a message for a third person. Whereas, sometimes, standard instructions contain the necessary information for the message. Such messages are written on small pieces of papers called memo-slips. Basically such messages contain the following:

Format :

- Date
- Time
- Name of a person to whom the message is directed
- Body of the message
- Name of the writer / sender

Points to remember :

While writing the body of the message, the following points have to be kept in mind.

- Only the most important details should be written.
- No new information should be added.
- Grammatically correct sentences should be used.
- Indirect or reported speech should be used.
- The message should be written in simple language and without any abbreviations.
- Check your message before you submit and send it.
- Be friendly and polite.
- Avoid pun/ambiguity/witticism, in short words that would create confusion or a chaotic situation.

Example:

You receive a telephone call from your mother's office when she is not at home. You have the following conversation with the speaker. But you have to go for your tuition class. So you leave a message for your mother. Write the message within 50 words using the information given below. Do not add any new information.

Ambuj : Hello!

Mr Rastogi : Hello! May I speak to Ms Dixit, please? I am Naresh Rastogi from the office.

Ambuj : Mom's not at home right now.

Mr Rastogi : In that case can you give her a message? It is urgent. Please tell her that the meeting fixed for tomorrow has been rescheduled. Ask her to check her mail as soon as possible for the details. Please don't forget to inform her.

Ambuj : Don't worry. I will tell her as soon as she returns. 14 Feb 3:30 pm

Message

Mom

Mr Rastogi from the office called up to say that the meeting fixed for tomorrow has been rescheduled. He wants you to check your mail as soon as possible for the details. He said it was urgent.

Ambuj

BRAINSTORMING

(A1) (i) In pairs, enact the given conversation between Rakesh and Mrs Sarkar.

Rakesh : Hello, may I speak to Dr Sarkar?

Mrs Sarkar : He has gone to the hospital to attend the OPD. May I know who is speaking?

Rakesh : Yes. I am Rakesh Sood. My wife has been having a severe headache since yesterday. Since this morning she has also developed a high temperature. I would be very grateful if the doctor could come over to our place to examine her.

Mrs Sarkar : Of course. Please let me note down your address.

Rakesh : It is B-49, New Colony.

Mrs Sarkar : I will give him your message as soon as he returns.

Rakesh : Thank you.

Mrs Sarkar had to leave for the school where she teaches. So she wrote a message for her husband. Draft the message in not more than 50 words.

- (ii) Using information from the dialogue given below, write the message which Amrita left for her brother, Sourajit. (Do not leave out any vital information or add any new information).

Shekhar : Is this 28473892?

Amrita : Yes. May I know who is speaking?

Shekhar : I am Shekhar. I want to speak to Sourajit. I am his friend from IHM, Goa.

Amrita : I am his sister. Sourajit is not at home at the moment. Can you ring up a little later?

Shekhar : I shall be a little busy. Actually, I have got a placement at the Hotel Mumbai, and will have to join with immediate effect. So right now I am trying to get all the formalities completed. This is the news that I wanted to give Sourajit. Will you do that for me? Also tell him that I will let him know my new cell phone number as soon as I get one.

Amrita : I'll do that. Bye and all the best.

Amrita had to leave for office. So she wrote a note for Sourajit. Draft her message in not more than 50 words.

- (iii) You are Priyanka, a personal assistant to Ms Sen. She was away attending a meeting when Mr Garg rang up. You spoke to him and jotted down his message in your note- pad.

Draft the message for Ms Sen using the information in your notes given below.

Mr Garg – rang up – 5pm – has received the CDs and the posters – coming tomorrow – to thank Ms Sen and to personally hand over the cheque.

- (iv) Read the following conversation between Aashna and Mr Singh.

Aashna : Hello, may I speak to Ranajit, please?

Mr Singh : Ranajit is getting ready for school. May I know who is speaking?

Aashna : My name is Aashna. I am Ranajit's classmate.

Mr Singh : Hello, Aashna. I am Ranajit's father. Is there any message?

Aashna : Yes. Please ask him to bring his biology notebook to school today. I was absent from school due to illness. I would like to see the notes which our biology teacher gave to the class during my absence.

Mr Singh : I will definitely do that.

Since Mr Singh had to go for his morning walk he left a message for Ranajit. Draft that message in 50 words.

- (v) Rajat comes home from school and finds the door locked. Since he has a duplicate key he enters and finds a note from his mother kept on the table. In it she explains that she had to rush to the hospital with Mrs Manohar, their neighbour, who had met with an accident. She has also written that he should

have the rice and curry kept on the dining table for lunch. He could heat the food in the microwave oven if he wanted to, but he should be very careful while handling the switch.

Draft the message which Rajat’s mother left for him.

- (vi) Using the information given below, write a message which Manu left for his sister, Renu. (Do not add any new information. The message should not exceed 50 words).

Ruhaan rang up—book-reading session—‘Children Ask Kalam’—Dr A.P.J. Abdul Kalam—Compilation of letters received by him from children and his answers—Oxford Book Store—8 pm, this evening,—pick you up—6:30 pm—attend reading session together.

- (vii) Given below is a template for a message. Imagine you are working as a receptionist in a company and you are supposed to maintain the call record.

Complete the details given in the template for a particular message.

Call For :				
From :			Company :	
Date	Time		Phone	
			()	
Message :				
Action (Circle One)				Taken By
Phoned	Returned Your Call	Call Back	Will Call Again	

(viii) Explore:

- (a) Browse the net and prepare a tabular column to explain the ‘Dos and Don’ts’ while drafting messages.
- (b) Browse the net to find innovative ‘Message Templates’.
- (c) Prepare a collection of short messages that are usually drafted and exchanged within the family members to keep them well informed and updated in case of different situations.
- (d) Prepare a project titled, ‘The Importance of Messages in Everyday Life’.

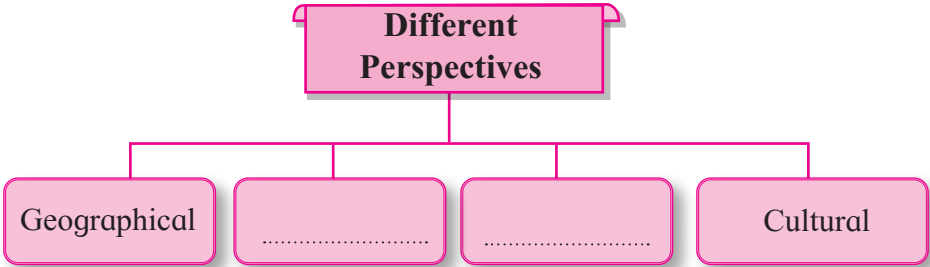




3.6 Group Discussion

ICE BREAKERS

- You must have discussed many things with your friends, classmates in a group. It might be about going on a picnic or selecting a gift for your teacher.
- (i) What do you think are the benefits of a group discussion?
- (a)
- (b)
- (c)
- (ii) Do you think some people are right and some are wrong in a group discussion? Why?
- (iii) People have different views and opinions because:



- Complete the web highlighting the uses of ‘Group Discussion’. One is done for you.



Group Discussions

A group discussion is a formal discussion conducted on a topic among a group of ten to twelve participants. The participants analyse the topic from their respective angles and present their views and opinions. The group is given a topic. They contemplate on it for a few minutes and then start discussions. The discussion is usually for ten to fifteen minutes. Experts listen to the members and evaluate them.

Group discussions are usually held on topics of four kinds: (a) factual, for example 'Plastics should be banned' (b) a social or political issue, for example 'moral policing', (c) abstract, for example 'conscience' and (d) case study based, where the group discusses a case study and analyses it or offers solutions.

Group Discussions are one of the effective interactive methods of classroom learning. They are used to select candidates for different courses or for jobs by employers. They are used to gauge whether a candidate possesses certain skills required for pursuing a particular course or a job that involves working in groups, giving opinions and solve problems together to achieve common goals. The candidates are tested for their knowledge and communication skills as well as their ability to work as a part of a group and to lead other towards conclusions and solutions. One should be able to use his understanding of a subject to give opinions on it and support his ideas with logical arguments.

Since communication is a two-way process, it is important that besides speaking, one listens to the participants in the group discussion and respond to their ideas or take them forward. You can contribute to a group discussion in some of the following ways: helping it start, giving direction to it, making sure that everyone's views are heard and thought about so that the group moves towards some kind of agreement and closing it with a summary or a conclusion.

The Language of Group Discussions

Here are some expressions you can use to perform different functions during a group discussion.

Expressing opinions

I believe.....

I think.....

Could I make a point, please?

In my opinion.....

It seems to me.....

Expressing agreement

Absolutely

You're right.....

I fully agree with.....

Expressing disagreement

I'm afraid I don't agree with.....

I'm sorry but I see it a little differently.

I can see your point but.....

You may have something there but.....

I respect your point of view, but I'm sorry I can't go along with you on.....

Suggesting

I think we should.....

Why don't we.....?

Let's.....

Couldn't we.....?

Don't you think we could....?

Asking for opinion

What is your opinion on....?

What do you feel about...?

I wonder what do you think about.....? I'd like to know your stand on.....

Interrupting

I'm sorry to interrupt but....

Excuse me. Could I add something, please?

That's true. Sorry, but.....

Handling Interruptions

Just a moment please.

Could I finish what I am saying?

If you would just let me finish.....

Could you wait for a minute, please.

Concluding

To summarise/conclude,.....

We can conclude by saying.....

Let's run quickly through the main ideas before concluding the discussion.

Sample Group Discussion

- Evaluator** : You've all been given a few minutes to think on your topic for today's group discussion, which is 'Do you think teenagers should be given a separate mobile phone?' You may now begin the discussion. Who would like to start?
- Manisha** : I think the topic of this discussion is very relevant to all of us here. As teenagers, we are so fond of our mobile phones, and its different features that have become irresistible to us. I feel mobile phones are quite necessary, they are quite helpful for educational purpose, we can get support for their various subjects just at the click of a button.
- Anamika** : I also agree with Manisha because now-a-days people use smartphones and they can get access to any information they want like travel information, recipes, courses, colleges etc
- John** : Yes, I would like to add to it. I don't think students use the mobile phones only for seeking useful information. They use it for entertainment too. They listen to songs, watch movies etc. I am afraid they see unsuitable things too. Moreover they spend long hours on phone.
- Anamika** : Yes John, you are absolutely right. But, I think parents have made them aware of the abuses of the mobiles and they are mature enough to understand how to use the mobile phone productively.

- Ananya** : Yes, all this is true but don't you all agree that they do see unwanted things and waste their time in things not suitable for their age group.
- John** : I agree with what Ananya says. It is a sheer wastage of time, money and energy.
- Anamika** : I feel that most of the students have forgotten the basic use of mobile phones; they have to travel long distances for tuitions and other purposes. The parents can keep a track of their children. That is the main reason why parents have given them mobiles.
- John** : Yes, but students have become lazy. They lack concentration, they don't read books, the phone keeps ringing and disturbs them now and then.
- Manisha** : Parents, institutions block some sites so that students are not able to view unwanted material. The risk is there but with advantages there are disadvantages too.
- Evaluator** : All right, everyone. Your time's nearly up. Could someone conclude, please?
- John** : Taking the points into consideration mobile is a good and useful tool but a time period should be allotted to the students to use mobile so that students do not become couch potatoes. Eye problems, posture problems, psychological problems have increased. They sometimes become violent if mobile phones are taken away from them. They can use these phones but they should be made to use them judiciously.

BRAINSTORMING

- (A1)** Rama, Asif, Rachana and Aarav are participating in a group discussion. The evaluator has given them a topic 'Teenagers are more inclined towards junk food nowadays'. Write suitable dialogues for each participant giving his/her opinion on the topic.

Evaluator: You've all been given a few minutes to think on your topic for today's group discussion, which is 'Teenagers are more inclined towards junk food'. You may now begin the discussion. Who would like to start?

Rama :

Asif :

Aarav :

Rachana :

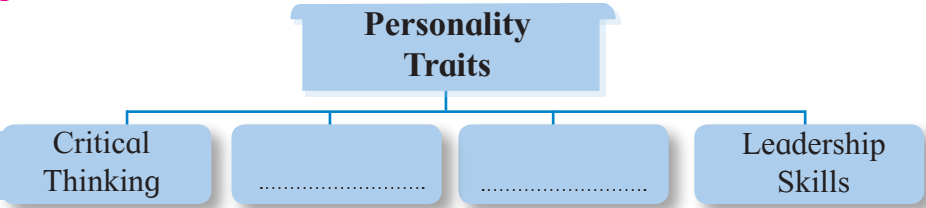
Evaluator : Please conclude.

Aarav :

(A2) Read the following statements. If you agree say ‘Yes’ and if you don’t agree, say ‘No’. State the reason for your opinion.

S.N	Statement	Yes/No	Reason
1.	It is not possible to guess the topic for group discussion. Then there is no need to prepare.		
2.	Always have discussion with your family and friends on different topics.		
3.	You must aim to get noticed by the evaluators.		
4.	Forget the evaluator and look at the participants while discussion.		
5.	You should raise your voice to be heard by everyone and speak for a long time to show your knowledge.		
6	You should always take the opportunity to begin the discussion.		
7.	Take a strong position/view and defend it till the end.		
8.	Do not keep waiting for your turn to speak. You have to be alert and quick.		
9	Listening to others also plays an important role in a group discussion.		
10.	You must interrupt a person if you do not agree to his opinion.		
11.	Show your leadership skills by being assertive not aggressive.		
12.	Participating in a group discussion also means helping everyone to reach a consensus in spite of difference of opinion.		

(A3) (i) Group discussion helps to unravel the following personality traits in a person.



(ii) Match the following.

Discuss	Give special importance or value to something in speaking or writing
Argue	Say something again, a number of times
Deliberate	Express opposite views in a heated or angry way
Reiterate	Engage in long and careful consideration
Emphasize	To talk about a subject with someone and tell each other your ideas and opinions

(A4) (i) Write the following sentences in reported indirect speech:

- (a) He said, “If you find my answers satisfactory, will you give me five rupees?”
- (b) The astrologer said, “You were left for dead. Am I right?”
- (c) “I should have been dead if some passerby had not chanced to peep into the well,” exclaimed Guru Nayak.
- (d) He told her, “Do you know a great load is gone from me today.”

(ii) Read a part of a conversation between Neha and Nidhi.

Neha: Where are you going, Nidhi?

Nidhi: I am going for my music lessons.

The above conversation is written in exact words spoken. If this conversation was to be reported by a third person then it would be written as:

Neha asked Nidhi where she was going. Nidhi replied that she was going for her music lessons.

Notice the changes in the reported sentence. Note the changes in pronouns, tenses, reporting and reported verbs and other changes.

(iii) Now find sentences from the text in the direct speech and convert them into the reported speech.

Read the following sentences given in the indirect speech and convert them into the direct speech.

- (a) Shirish said that he would not be able to solve the problem.
- (b) Lata told me to give her a glass of water.
- (c) Ananya exclaimed with joy that she had received the Ph.D. degree.
- (d) Shilpa asked us if there was any other document to be typed.
- (e) Swati said that she would not get the money.

(A5) (i) An economically deprived girl student in your class who has received admission in a reputed college abroad needs monetary help to pursue further studies there. Have a group discussion amongst your friends to seek solutions to help her. Write four/five views in the form of dialogues.

(ii) There is an inter-school cricket match and your school is losing. As you are the captain, have a group discussion with your teammates in the tea-break about the strategy to be followed to save your school from losing the match. Give at least four/five suggestions.

(iii) Form four groups in your class and have a group discussion on the following topics.

- (a) Role of ICT in education
- (b) Clean India